


**The Holocaust in the Elementary Classroom:
A Unit of Study for the Fifth Grade**

An Honors Thesis (HONRS 499)

by:

Emily Clark

Thesis Advisor
Dr. Frank A. Felsenstein



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Abstract and Acknowledgements

Abstract:

This project is an accumulation of two interests I have, elementary education and the Holocaust. After taking a colloquium during the spring of my junior year I was introduced to more areas of the Holocaust and how there is a lack of this part of history in the state of Indiana's state curriculum and standards in elementary grade levels. While researching standards that explicitly state the teaching of the Holocaust in Indiana, I came across the state's recommended reading list for third, fourth, and fifth grade. Under that list is the novel Number the Stars by Lois Lowry, a historical fiction text about Denmark during World War II and the Holocaust, yet there is no standard that explicitly states the teaching of the Holocaust. Upon reviewing my own beliefs and other educational sources I decided to design a unit to teach the Holocaust using Indiana's state standards as the base of the lessons. I have created a three to four week unit plan for fifth grade students based on the novel Number the Stars by Lois Lowry. In this unit students will learn about stereotypes and discrimination and how these two enemies of mankind have worked together to destroy many people. Through this novel being presented the students will also learn how a sense of community and civic justice can work together to protect all people and embrace the uniqueness that is offered in mankind. My beliefs on why the Holocaust should be taught in the elementary classroom are also included.

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- I want to thank Dr. Frank A. Felsenstein for advising me throughout this entire project. He was extremely beneficial in aiding me with this undertaking due to extensive knowledge of the Holocaust and ideas in which it could be taught in the elementary classroom.
- I would also like to thank my family and friends for being a strong support system and means of encouragement while working on this project.

“What I believe, with all my heart and soul, is that in that space between what *can* happen and what *will* happen is where we stand. And what we do, what we choose, quite simply, whether we stand by or stand up, can make all the difference in the world. And learning about the Holocaust makes crystal clear the consequences of standing in that space, the consequences of choices that are made.” This previous quote was said by Jerry Fowler, the Staff Director of the Committee on Conscience of the United States Holocaust Memorial Museum, on June 8, 2004 in his address to the Annual Conference of the Association of Holocaust Organization. His address was titled “Education about the Holocaust: How Does It Help Build a Better World?” It was after reading this address that I finally found a reason for my desire to teach about the Holocaust.

Many have heard that history always seems to find a way to repeat itself. Some may say that the Holocaust will in fact repeat itself in some shape or form. Others may say that occurrences parallel to the Holocaust in terms of genocide and ethnic cleansing have and are still occurring in our world since the Holocaust, such as the genocides which occurred in Bosnia and those that are occurring currently in the Darfur region of Sudan, Africa. Why is it that these atrocities are still happening and how will learning and teaching about the Holocaust affect the world around us? In the next few pages I hope to answer that question with both my personal beliefs as well as the ideas of others.

In Jerry Fowler’s address he spoke quite pointedly about bystanders and their role in society as a whole. The bystanders that were present in Europe and other countries affected by the World War II and the Holocaust outnumbered the amount of Jews and others who were persecuted against as well as the Nazi party as a whole. “In the background of all these stories is another category of people, the category that actually was the largest in terms of just absolute

numbers—bystanders, those who *witnessed* what was happening and did nothing (Fowler).”

These witnesses had the ultimate power to change their society. “What people choose makes a difference. We can build a better world, if we choose to (Fowler).”

I would attest that most every decent human being wants to take part in making the world a better place. The way in which we act now provides means for a better way of life tomorrow. “That notion of responding to the future is ultimately at the heart of why we teach about the Holocaust (Fowler).” The Holocaust is a great source of material to gain knowledge and insight from because of its extensive documentation as well as all the universal themes one can get from it. These themes include citizenship and being a responsible citizen and the negative affects of discrimination and racism. One can learn how one small act or decision can have either a positive or negative effect on the world around them. The United States main principle of education is “to examine what it means to be a responsible citizen (United States Holocaust Memorial Museum: *Teaching about the Holocaust*).” A study of the Holocaust can do just that for the students of this country.

While some of us may be the victims and others the perpetrators, the majority of us are bystanders. Bystanders “define the meaning of events and move others toward empathy or indifference. They can promote values and norms of caring, or by their passivity or participation in the system they can affirm the perpetrators (Fowler).” After my own learning experience of the Holocaust I have become an active bystander. I feel as if it is my duty to support the moral values such as human equality, civil rights, and being a responsible citizen. I have a great way to support those ideas through teaching and spreading those ideals to children in my classroom. I refuse to keep quiet about this horrific occurrence that occurred long ago and I refuse to keep quiet about the same occurrences that are happening now. With a little guidance from me I hope

that my students can then transform from passive bystanders to bystanders with knowledge and empowerment to go out into the world and stand up for those positive values.

It is my belief that the educational system of the United States has become too watered down with “fluff.” Students are barely skimming through topics that cover the realities of life. If it is this country’s goal to make its students responsible students, then educators need to give them the proper knowledge of the world around them in order for the students to make responsible decisions. Indiana State Standards call fifth grade students to “demonstrate civic responsibility in a group and individual actions, including civic dispositions—such as civility, cooperation, respect, and responsible participation (Indiana Department of Education).” This standard could be effectively applied to a course study of the Holocaust and used as a main standard in which to base lessons. Instead of talking about such “civic dispositions” students can apply this knowledge and the knowledge of the Holocaust and make a more informed decision on what it truly means to be civically responsible.

The Holocaust truly “raises questions of fairness, justice, individual identity, peer pressure, conformity, indifference, and obedience—issues which adolescents confront in their daily lives (United States Holocaust Memorial Museum: *Teaching about the Holocaust*).” The Holocaust provides an interesting topic for young students because these are the issues in which they are faced with in their every day life. In studies conducted during the 1980s, students who were only twelve years of age had already established some sort of system of stereotypes concerning the different racial, ethnic, and religious groups contained in the United States (Schwartz). It is important that we reach student before the age in which these systems of stereotypes are formed. From being in the elementary classroom today I can only conclude that these beliefs are occurring in children who are younger than twelve years.

Prejudice and stereotyping were headliners in terms of how the whole idea behind the Holocaust came about. Adolf Hitler wanted to create a superior race, one without religious, physical, and mental deformities. He enlisted many followers who persecuted others for looking different and acting different, basically stripping away all of the human aspects of these people. In the quote earlier it is clearly stated that prejudice, whether it be racial, ethnic, or religious, are formed at an early age. It is therefore useful to use the example of this well documented part of History to show students how these prejudices and stereotypes are morally wrong and can have disastrous consequences.

One may question as to whether or not a certain age of student can handle the information provided within the context of the Holocaust. I agree, to a certain extent, that students in the elementary and intermediate grades should not be explicitly shown the atrocities of the mass killings of the concentration camps or be divulged in great detail how the Nazis went about getting rid of more than six million people. However, students can gain insight into how one, as an active bystander, should have acted as a responsible citizen. There is plenty of literature, art work, and photographs that will allow young minds to learn about the Holocaust. The key to any Holocaust education, I believe, is to inform students of what can happen when one does not act responsibly and the consequences when the inability to act is present.

When learning about the Holocaust it is important for one to be able to have a perspective-taking ability which basically means that one can understand that other individuals have different feelings and experiences (Educational Psychology). Research shows that “between the ages of 10 to 15, most children develop the ability to analyze the perspectives of several people involved in a situation from the viewpoint of an objective bystander (Educational Psychology).” Based on this knowledge I believe that students in the fifth grade and higher have

the ability to begin to learn about actual occurrences within the Holocaust, rather than only themes that can later help when learning about the Holocaust. It is at this time when students are maturing into individuals, who have established their own sets of beliefs, and are reading to learn about truly being a responsible individual.

I want to teach about the Holocaust because I want to be the active bystander that makes a positive change in the future of this world. I want to educate young minds before they have established too many stereotypes into becoming the positive bystander who is willing to stand up for the common good of humanity and do what is right. The Holocaust is such a well documented occurrence in history that is such a great tool to use when teaching about prejudice, stereotyping, and civic responsibility. The Holocaust allows students to gain an understanding of what silent bystanders can result in and hopefully leave them with the impression to respond to the genocides that are still occurring around the world.

Concluding Thoughts

Looking through the work I have put together I am extremely proud of this accomplishment and the importance of a unit of study such as this. The Holocaust is a very interesting subject, often bypassed in elementary education classrooms. I found this interesting in that Indiana has established the main text in this unit of study, Number the Stars by Lois Lowry, as a recommendation for what students in the third, fourth, and fifth grade should read during those years. However, there is no set curriculum or a set standard that specifically states the explicit teaching of the Holocaust.

This project was difficult in the beginning. I often questioned whether or not this was an acceptable topic for fifth graders, if the subjects at hand were to mature for these ten or eleven year olds to comprehend or even handle. As I sat down a year ago to write a research paper about the positive aspects of Holocaust education I gained the understanding of what public education was founded on. The main purpose was to provide an education which would allow students to become responsible, democratic citizens. I now realize why Number the Stars has been such a rich literary addition to the elementary classrooms of the United States because it in fact is a great exemplar of responsible citizenship. I began thinking of how this book could help students in reaching this goal of citizenship and how the different aspects of the Holocaust represented in the book could be effective in teaching that goal.

I have also come to the conclusion that many teachers may be afraid to teach about the Holocaust due to their lack of understanding or education. It has been a continuous cycle where educators are only given a tiny piece of Holocaust history, most likely when they were only in high school. Unless these educators concentrate on history as their major area of teaching then many teachers are left with no under-graduate training of how to represent this kind of topic in

the classroom. This leaves another generation to be left in the dark to one of, if not the one most horrifying acts against mankind.

After taking a class on remembering the Holocaust I was confronted with questions about whether the Holocaust should be taught in the elementary classroom and if so how it should be presented. As stated before this is the most devastating, sickening aspect of human history. It is impossible for adult minds to comprehend how a group of people could come together to murder and annihilate six million people, the majority of them being European Jews. One may ask how teaching the Holocaust to young minds would be beneficial; if not the only result being that the students might be terrified or frightened.

The fact of the matter is that so many people during the Holocaust stood idly by and watched these six million people die a horrible death. They watched as innocent people had their human rights taken away and treated as a mere disease upon a more 'superior' race. This is the extreme opposite of what a responsible citizen is. Yet these atrocities are happening on both a large and small scale all around us. Children are confronted with stereotypes, discrimination, and racism each day. It is heartbreaking to think that many children by the age of twelve already have their own beliefs of others based on race, religion, or ethnicity. They are taught that they might be better than those who are different from them. It took only one individual who believed that he was better than an entire people and the result of that core belief is that six million people died during the Holocaust.

Making students aware that it is not alright to think they are superior to other human beings is, in my belief, the core foundation of being a responsible, democratic citizen. In a true democracy all men are treated equal and should have equal rights. The Holocaust is a true

example of how when people think the opposite of treating others as equals dire consequences will occur in the future.

My goal for this unit of study is not to frighten students but to educate them on how it is important to not stereotype, discriminate, or hate another human being based on religion, race, or ethnicity. Number the Stars by Lois Lowry is such a great example of how citizens came together in a responsible and caring way to help support their fellow citizens who were being treated in a negative way. Lowry does an excellent job in creating a mood of angst, hope, and bravery in a young girl and her family who risk their lives, along with other Danish citizens, to save the lives of others. It provides a great historical context with which the book takes place. The students are also presented with some understated facts, such as some of those belonging to the Danish Resistance being caught and killed by the Nazis because of their actions. It does not denigrate the Holocaust and its victims but creates an opportunity for students to see how a country can come together during horrible times and save their fellow neighbors. More importantly the idea that this was an exception to the norm can be brought up into the discussion. The students are made aware of how many Danish Jews were lost in the time of war, relatively minute compare the German and Polish Jews, all because the citizens of Denmark were courageous and new that no one is inherently different, but all human beings are the same in a sense that no religion, race, or ethnicity is superior.

Students are confronted with scenarios of what they would do and why. They will be and need to be a reflective learner, always writing down thoughts, beliefs, and reactions to readings, scenarios presented, or actions. It is important that nothing even remotely close to genocide ever occur in this country or others. I believe that if students are taught at an early age what the

effects are of hate and prejudice that these occurrences are less likely to occur. If they do the students will have a sense of responsibility in changing the situation in a positive manner.

The subject of genocide was not presented as an actual lesson within this unit of study. However it is important that as an educator of the Holocaust one must be knowledgeable in the genocides occurring right now in our world. I am of course referring to Darfur as well as past genocides occurring in the United States (relocation and termination of Native American tribes), Rwanda, among many others. Students should understand that these atrocities are still happening today. The mere fact that genocides, the deliberate and systematic extermination of a national, racial, political, or cultural group, are still occurring in our world is reason enough to educate students at a young age how hate is a cause of death or pain to others. Allow the students to come up with ways in which they can help better educate their school community and community as a whole about such genocides. They should be able to think of ways in which they help those within the actual conflicts through some form of fund raisers. It would be more empowering and effective if the students were to take an active role in helping to diminish human against human hatred.

Other aspects of my unit include the students following stories of those who lived during the time of the Holocaust and were directly affected by the events which occurred. The students will each be assigned a child or young adult who lived during the Holocaust. The students will be given different pieces of information about the individuals' trials, terrors, and triumphs throughout the unit. It will be used to guide students in realizing that real people were hurt during this time and they will be placed in their shoes, so to speak. After the students read each piece of information they will have to write a journal entry explaining how they feel as that person. In the end the students will find out whether or not they survived the Holocaust. At the

end of the unit the students can make a memorial of some sort honoring those individuals who were unable to survive and present this to the rest of the fifth grade, parents, faculty, and community members. This will again give the students more of an opportunity to share how hatred has such a negative outcome.

I was also able to come across a really well developed web quest written and produced by Lisa Hrubey. While the students will perform the task written out on this website they will also be asked to create their own resistance newspaper concerning genocides which occurred in the United States as well as the major genocide occurring in Darfur. Students can use these newspapers and information they have researched and found to educate their peers and members of the community about these happenings and hopefully gain some form of support in helping better this situation through overall knowledge of what is happening or fund raisers.

I have found the Internet invaluable when researching ways to teach the Holocaust, resources available for educators and students, as well as online activities for the students to perform. The United States Holocaust Museum website offers an extensive amount of teaching materials, guidelines, and educational opportunities that would benefit any teacher who would be pursuing the idea of teaching about the Holocaust. There are book lists, video lists, and play lists which can be found through different sites leading to a more extensive outlook on the materials one can use when teaching the Holocaust. The Internet is also a quick way for educators to find information on the Holocaust and other genocides in general to become more educated on the topics at hand.

To do this topic and the victims of the Holocaust justice a lot of time, thinking, and researching is imperative when creating lessons and an overall unit of study. I struggled through different aspects of the Holocaust, whether or not I thought them beneficial to be taught to fifth

graders. As time passed and I researched more into how and why one should teach the Holocaust I became more excited and ready to write lesson plans which I believe teach the Holocaust in a way that is educational sound and beneficial for students of ten or eleven years of age. I hope to look back at this piece of work in my future as well as implement it into my future classroom. As a soon to be educator I feel as if it is my duty to not only teach reading, math, and science, but to also teach my students how to be caring, respectful, and responsible human beings. When the rights of one human being are taken away then the threat of my rights being taken away is increased. It is time to teach children that we are all internally the same even if one practices a different religion, comes from a different country, or has a different color of skin.

Lesson One

Discrimination: The Foundation of the Holocaust

Indiana Academic Standard(s):

- **Social Studies Standard 2: Civics and Government**
Indicator 5.2.9 Demonstrate civic responsibility in group and individual actions, including civic dispositions—such as civility, cooperation, respect, and responsible participation.
- **Language Arts Standard 5: Writing: Applications (Different Types and their Characteristics)**
Indicator 5.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate.
- **Language Arts Standard 7: Listening and Speaking: Skills, Strategies, and Applications**
Indicator 5.7.1 Ask questions that seek information not already discussed.
Indicator 5.7.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
Indicator 5.7.5 Clarify and support spoken ideas with evidence and examples.
Indicator 5.7.13 Emphasize points in ways that help the listener or viewer follow important ideas and concepts.

Lesson Objective (s):

- The students will reflect on issues of discrimination and how acts of discrimination were the cause of the Holocaust.
- The students will discuss their knowledge of the Holocaust through a KWL chart.

Goal for Learner: The students will participate in an unknowing discrimination simulation which will guide discussions towards how discrimination was the cause of the Holocaust and then lead to the students constructing the beginnings of a KWL chart.

Materials:

- Chart paper
- Journals
- World Map

Procedures:

- Select a group of students that could be easily grouped by hair color or eye color. During an hour block of the day these students will be discriminated against according to the following: recess privileges taken away, class jobs taken away and given to others, ignored during class in terms of answer or asking questions, etc. This experiment's purpose is to see if both groups will notice the discrimination and how both groups will or will not react.
- After the hour is done or when a classmate has brought up the issue, allow for a discussion of feelings. Guide the discussion by asking the following of the group that was being discriminated against:
 - What was going through your mind when you were being ignored?

- How did you feel when your privileges were taken away and given to someone else?
- Describe how it felt to not be a part of the class but to be an outsider?
- If you spoke up, why did you do that?
- If you noticed and did not say anything, why?

After those students have answered those questions and the answers were written on a large piece of paper, ask the rest of the class the following questions:

- Did you notice when the other students were not being treated nicely?
- If you did notice and said something, why?
- If you did notice and did not say anything, why?
- How did you feel when you were given extra privileges but your other classmates were not?
- Did you want to help your classmates?

Write these responses on a large sheet of paper as well so that all responses are in view for the entire class to see. Take 5-10 minutes and allow students to write in a special journal which will be used throughout the unit. The students will respond to the activity, writing down their specific reactions and thoughts about what happened in their class.

- After the students have completed writing in their journals bring the class back to a whole group and write the word “Holocaust” on a large sheet with a KWL chart underneath. Have the students discuss what they “know” about the term written above and write their responses underneath the “K” heading.
- After a list has been generated, describe how the earlier simulation happened in real life, to real people. Explain the following (use the world map to illustrate where Germany is located):
 - In 1933 a man named Adolf Hitler became leader of Germany and quickly ended democracy in Germany, making him sole dictator of the country.
 - He was the leader of the Nazi party, which became the only legal political party in Germany.
 - The Nazis believed that they were of a better race and that others, particularly Jews, were a lower race.
 - In 1933, new German laws forced Jews out of their jobs, universities, and positions of rank in the country’s court system.
 - By 1939 Jews could not attend public schools, movies, vacation resorts, or reside in certain sections of German cities.
 - This discrimination later lead to Hitler and the Nazis to desire to get rid of the entire Jewish people that lived in Germany and the rest of Europe. The Holocaust is the term used to describe the mass amounts of European Jews and others who were killed during Nazi power and World War II.
- Ask the following question: How did discrimination against the Jews lead to the Holocaust?
- Continue with the KWL chart and ask students what they “want” to know and write these responses under the “W” heading. These “wants” should be used to guide future lessons and/or to add topics of discussions.
- Conclude the lesson by describing what the students will learn throughout the unit:
 - Discrimination and its negative affects
 - Stereotyping and its negative affects

- Holocaust happenings: Nazi discrimination, treatment of Jews, Jews in hiding, ghettos and concentration camps
- Community, friendship, and courage

Stress that maturity is needed throughout this unit. The subject of the Holocaust is a very sad and awful time in history and will not become a joking manner. Any student or students who fail to obtain the correct maturity level will be given alternative assignments to complete and will not participate throughout the unit.

Lesson Two

Exploring Stereotypes: First Thoughts

Indiana Academic Standard(s):

- **Language Arts Standard 5: Writing:** Applications (Different Types and their Characteristics)
Indicator 5.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate.
- **Language Arts Standard 7: Listening and Speaking:** Skills, Strategies, and Applications
Indicator 5.7.1 Ask questions that seek information not already discussed.
Indicator 5.7.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
Indicator 5.7.5 Clarify and support spoken ideas with evidence and examples.
Indicator 5.7.13 Emphasize points in ways that help the listener or viewer follow important ideas and concepts.

Lesson Objective(s):

- The students will discover their own stereotypes.
- The students will gain an understanding on the Nazi stereotypes of Jews.

Goal for Learner: Through different brainstorming activities the students will learn about their capability for stereotyping and how stereotypes led to the death of more than 6 million Jews.

Materials:

- Chart paper
- Markers
- Nazi Propaganda (propaganda depicting stereotypical Jewish characteristics)
- *Trau keinem Fuchs auf gruner Heid und keinem Jud bei seinem Eid!* (Trust no Fox on the Green Heath and No Jew Upon His Oath—A Picture Book for Big and Little) by Elvira Bauer (1936) PowerPoint

Procedures:

- Ask the class: What do we mean by “stereotype”? Explain that a **stereotype** is a general statement about a group of people based on incomplete information.
- Group the students into groups of four. Each group will have chart paper and markers. In the center the students will write the word “teacher”.
- Give the students five to ten minutes to fill the paper up with as many thoughts on teachers.
- Afterwards give each group a chance to share what they came up with. After all of the groups have presented, write “Teacher” on the board and ask the class for the most popular first thoughts that everyone wrote down.
- Discuss the following:
 - Do some teachers fit this description?
 - Do all teachers fit this description?
 - Who can describe a teacher you know who is not like this?

- Is it fair to say or imply that all teachers are like this?
 - What negative results could come from people having stereotypes of teachers?
- Show students the Trust No Fox PowerPoint to use as a discussion for the Nazi stereotypes of Jews. Have the students examine the pictures and listen to the translated descriptions of the Jews and write what they believe to be the stereotypes of the Jewish people. Go through the same questions as above.
- The last slide of the PowerPoint shows photographs of many different children. Some children in the photos are Jewish children. It is important for the students to realize that there are no striking features that separate Jewish people from others.
- Have the students describe any stereotypical statements said about them or others in their class that they have heard before. Share and discuss how it can negatively effect the person being stereotyped against.
- Review with the students that stereotyping allowed the Nazis to turn the Jews into a people who could be easily disliked by others, therefore aiding in their plan to get rid of the Jews through the Holocaust.
- Have the students write in their journal why they believe stereotyping to be bad as well as describe how the Nazis used stereotyping to hurt the Jewish people.

Lesson Three

People Just Like You and Me

Indiana Academic Standard(s):

- **Language Arts Standard 5: Writing:** Applications (Different Types and their Characteristics)
Indicator 5.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate.
- **Language Arts Standard 7: Listening and Speaking:** Skills, Strategies, and Applications
Indicator 5.7.1 Ask questions that seek information not already discussed.
Indicator 5.7.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
Indicator 5.7.5 Clarify and support spoken ideas with evidence and examples.
Indicator 5.7.13 Emphasize points in ways that help the listener or viewer follow important ideas and concepts.

Lesson Objective (s):

- The students will relate to children and others who lived during the time of the Holocaust.

Goal for Learner: By reading about Jewish children and others who lived during the time of the Holocaust, students will gain insights into how the lives, desires, likes, dislikes, etc. are similar to those of the class.

Materials:

- Journals
- Handouts of different children who lived under Nazi rule (found on the United States Holocaust Memorial Museum website)
- Chart Paper
- World Map,
- Push-pins

Procedures:

- Give each student an individual who lived during the time of Nazi rule in Germany and in some of Europe. These individuals can be found on the United States Holocaust Memorial Museum website. Each individual contains a picture, birth date, and place of birth. It also contains a brief biographical sketch of each person and their life during the time of Hitler and the Holocaust. Give the students only the first paragraph written about each individual, a paragraph that mostly contains descriptions of their family and the person.
- Give the students 5 minutes to journal about their personal individual, explaining who they are as a person and any similarities between the student and their individual.
- Come together as a whole group and write the similarities found by the students and record them on a large sheet of paper.

- On the world map, mark where each student's individual lived during that time. Write the student's name on the marker so that if it is moved throughout this project, students can make a visual note.
- Close the lesson by asking the following questions:
 - Could you see yourself being friends with your individual based on what you read?
 - Looking at their pictures, do these people look different in a bad way?

Use these individuals and their stories throughout the war and the Holocaust for students to follow a real person and relate to their experiences. Some of these individuals did not survive the war. It is important to provide a time for students to create some form of a memorial to remember these real people who died during the Holocaust.

Lesson Four
Number the Stars
Chapter One: “Why Are You Running?”

Indiana Academic Standard(s):

- **Social Studies Standard 1: History**
Indicator 5.1.21 Examine a historical narrative about an issue of the time and distinguish between statements of opinion and those that are factually grounded.
- **Language Arts Standard 2: Reading: Comprehension and Analysis of Nonfiction and Informational Text**
Indicator 5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.
Indicator 5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
Indicator 5.2.5 Distinguish among facts, supported inferences, evidence, and opinions in text.
- **Language Arts Standard 3: Reading: Comprehension and Analysis of Literary Text**
Indicator 5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and the importance of the contrasts to the plot or theme.
- **Language Arts Standard 5: Writing: Applications (Different Types of Writing and Their Characteristics)**
Indicator 5.5.2 Write responses to literature that:
 - demonstrate an understanding of a literary work.
 - support statements with evidence from the text.
 - develop interpretations that exhibit careful reading and understanding.

Lesson Objective(s):

- The students will complete an activity as an introduction to the book, *Number the Stars* by Lois Lowry.
- The students will discuss what it is like for the Danish people under Nazi occupation.

Goal for Learner: The students will be introduced to the book *Number the Stars* by Lois Lowry as well as read the first chapter to gain insight into the lives of the Danish people during the time of Nazi Occupation.

Materials:

- Class set of *Number the Stars* by Lois Lowry
- World Map
- World War II/Holocaust Timeline up till 1943
- “Where in Europe are Denmark, Sweden, and Germany” activity sheet
- “Pre-Reading Activity: Perusing a Novel” activity sheets
- Journals

Procedures:

- **Before:**

- Access prior knowledge by explaining when and where the book takes place. Display a timeline in the front of the room which has major occurrences during World War II and the bad treatment of others by the Nazis up until the point of the beginning of this book, which is set in the year 1943 in Copenhagen, Denmark.
- Handout “Pre-Reading Activity: Perusing a Novel” activity sheets for students to gain prior knowledge of the book itself. The activity allows students to ‘peruse’ the novel just like one does when trying to pick out a book to read at a book store or the library.
- Handout a map of Europe for students to color three of the countries that are stated in the book, Denmark, Germany, and Sweden. Students can look at the world map and color and label the different countries to get a sense of where the story is actually taking place.
- Set a reading goal for the first chapter of the book. Focus the student’s attention on what life is like for the Danish people under the control of Nazi rule. Handout post-it or sticky notes for students to tab selections which describe the conditions of Denmark during this time.
- **During:**
 - Read the first chapter as a whole group to better guide discussion and pose different questions.
 - Questions, such as the following, could be asked:
 - What physical characteristics do Annemarie and Ellen have?
 - Using the different descriptions the author provides for the German officers, what type of men do you think they were? Would you be afraid of them?
 - How long have the Germans been in Denmark? If this story takes place in 1943, when did the Germans invade this country?
 - Kirsti is less afraid and less timid than her sister, Annemarie, and especially more than Ellen. Why do you think this is?
 - What would make Annemarie and Ellen’s mothers mad at them just for running home from school?
 - What do you think the Resistance incident is? Who would be involved?
 - Why do you think Mrs. Rosen did not want the soldiers to remember the faces of the girls?
 - In terms of beverages and food, how did life change for the Danish people?
- **After:**
 - Students will write a journal entry describing life in Denmark under Nazi occupation, whether or not they believed it was awful, alright, or good. They will need to connect with what the text when describing their beliefs.
 - Relate to students how much better life was in Denmark than most other occupied countries that were under Nazi occupation.

Lesson Five
Number the Stars
Chapter Two: “Who Is the Man Who Rides Past?”

Indiana Academic Standard(s):

- **Social Studies Standard 1: History**
Indicator 5.1.21 Examine a historical narrative about an issue of the time and distinguish between statements of opinion and those that are factually grounded.
- **Social Studies Standard 2: Civics and Government**
Indicator 5.2.9 Demonstrate civic responsibility in group and individual actions, including civic dispositions—such as civility, cooperation, respect, and responsible participation.
- **Language Arts Standard 2: Reading: Comprehension and Analysis of Nonfiction and Informational Text**
Indicator 5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.
Indicator 5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
Indicator 5.2.5 Distinguish among facts, supported inferences, evidence, and opinions in text.
- **Language Arts Standard 3: Reading: Comprehension and Analysis of Literary Text**
Indicator 5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and the importance of the contrasts to the plot or theme.

Lesson Objective(s):

- The students will create an open-mind portrait of the Danish king.
- The students will gain an understanding of how life was different in Denmark from other countries that were occupied by the Nazis.
- The students will participate in a literature circle to discuss ideas and topics related to the second chapter of *Number the Stars* by Lois Lowry.

Goal for Learner: The students will begin their literature circles to gain a better understanding of the life in Denmark and how it was ever so different from other occupied countries because of its fearless leader, King Christian X.

Materials:

- Class set of *Number the Stars* by Lois Lowry
- *Anne Frank* by Susanna Davidson
- *The Upstairs Room* by Johanna Reiss
- Map of Europe
- “Where in Europe are Denmark, Sweden, and Germany” activity sheet
- *Number the Stars: The History Behind the Story* by Jim Cornish (http://www.stemnet.nf.ca/CITE/ns_history.htm)
- Butcher block paper
- Literature Circle Role Sheets (Discussion Director, Literary Luminary, Vocabulary Enricher, Connector, Illustrator)

- Journals
- Laptop/Computer and Projector *or* Transparencies and Overhead Projector

Procedures:

- **Before:**

- Present a slide show or transparencies of Denmark before being occupied by Nazi Germany. Inform the students of the kind of government Denmark had and who their king was, King Christian X. Share stories of the king and how he rode his horse through the town of Copenhagen every morning and how the Dane's admired and loved their king.
- Split the students into groups of no more than five students in each. It might be best to have diversity among the groups for they will form a literature circle. Each student will be given one of the following jobs. Each job will have their own activity sheet which further describes the position and also gives the student space to write their information.
 - **Discussion Director:** The student will develop a list of questions that the group might want to discuss about the part of the reading.
 - **Literary Luminary:** The student will locate a few special sections or quotations in the text for the group to talk over.
 - **Vocabulary Enricher:** The student will be on the lookout for a few especially important words in the reading, find the definitions, and point them out to the group.
 - **Connector:** The student will find connections between the book that is being read and the world outside.
 - **Illustrator:** The student will draw some kind of picture related to the reading.
- Set the reading assignment for Chapter Two.

- **During:**

- Students will read the chapter to themselves, silently, while completing their specific literature circle role. The students will prepare to meet later on that day to discuss the chapter and what they prepared for the literature circle.
- Walk around the room to check for student understanding. Plan to meet with at least one group and sit in on their conversation to check that they are properly holding the correct form of a literature circle or to help guide them to new understandings or to develop ideas.

- **After:**

- On a transparency or PowerPoint, present a map of Europe and ask students to locate which countries are under Nazi occupation as discussed in the text. Have the students color these countries on the map used the previous day ("Where in Europe are Denmark, Sweden, and Germany") in one color to show the expansive rule of the Nazis.
- Read chapter 3 titled "Invasion" in *Anne Frank* and parts of chapter 1 in *The Upstairs Room* to illustrate what happened to a country that fought to keep its independence from Germany, lost, and how the Jewish people were treated poorly from the beginning. Both of these books portray Holland under Nazi occupation.

- Then read the *Number the Stars: The History Behind the Story* by Jim Cornish article which describes initial life for the Jewish community in Denmark. Compare and contrast Holland and Denmark using butcher block paper and a Venn-diagram.
- Ask the following questions before responding in journals:
 - Do the Danish people like their king? Why or why not?
 - How was King Christian X different from other kings or rulers during these times?
 - Do you think King Christian X did the right thing in surrendering to the Nazis?
- Students will make an open-mind portrait of King Christian X to further develop his character and his importance in the life that was led throughout most of the war by the Danish people. They will then write a journal entry describing their open-mind portrait and explanations for their input.

Lesson Six
Number the Stars
Chapter Three: “Where Is Mrs. Hirsch?”

Indiana Academic Standard(s):

- **Social Studies Standard 1: History**

Indicator 5.1.21 Examine a historical narrative about an issue of the time and distinguish between statements of opinion and those that are factually grounded.

- **Language Arts Standard 5: Writing: Applications (Different Types of Writing and Their Characteristics)**

Indicator 5.5.2 Write responses to literature that:

- demonstrate an understanding of a literary work.
- support statements with evidence from the text.
- develop interpretations that exhibit careful reading and understanding.

Lesson Objective(s):

- The students will question their own bravery.
- The students will review the historical connections presented in *Number the Stars* by Lois Lowry from chapters one through three.

Goal for Learner: The students will read the third chapter of *Number the Star* by Lois Lowry and question their own bravery or put themselves into the shoes of Annemarie and her questioning over whether or not she would “die to protect them.” The students will also review historical connections made by the author to get a better sense of the history of the novel and what truly happened.

Materials:

- Class set of *Number the Stars* by Lois Lowry
- World War II/Holocaust Timeline
- Literature Circle Role Sheets (Discussion Director, Literary Luminary, Vocabulary Enricher, Connector, Illustrator)
- Journals
- “Historical Connections” activity sheet
- *Number the Stars: The History Behind the Story* by Jim Cornish (http://www.stemnet.nf.ca/CITE/ns_history.htm)

Procedures:

- **Before:**
 - As a review from the last lesson, read the section titled *Life Under German Occupation* from the article *Number the Stars: The History Behind the Story* by Jim Cornish. Stress how “The Danish Jews were largely left alone, unlike elsewhere in Europe where they were not allowed to keep their jobs, homes and personal belongings and where they were placed in ghettos and concentration camps. Even the German soldiers liked the relative peach of occupied Denmark.”

- The term “swastika” is introduced in this chapter. It would be beneficial to have the students look up this term in a dictionary or an encyclopedia to gain better understanding of the symbol and what it represented.
- **During:**
 - The students will silently read the third chapter of *Number the Stars* by Lois Lowry and then meet in their literature circles to discuss the chapter based on the different roles.
 - Have the students pay special attention to the last four paragraphs in the chapter to discuss as a group.
- **After:**
 - Come together as a whole group and discuss what was said when the groups talked about the last four paragraphs. Ask the following questions to help guide the discussion:
 - Explain “now I think that all of Denmark must be bodyguard for the Jews, as well” on page 25.
 - Is Annemarie a bad friend or person for having doubts dying to protect her friend Ellen, the Rosens, and the Danish Jews?
 - Would you have doubts like Annemarie?
 - Are ordinary people sometimes called to do heroic deeds? Who do you considered to be brave in your life and why?
 - Journal Reading Response: Try your hardest to put yourself in Annemarie’s shoes. Would you be brave enough to be a friend’s bodyguard and protect them when a larger group of people with more power is trying to hurt them?
 - To provide for more of a historical context, have the students complete the “Historical Connections” activity sheet in small groups. Add the connections to the timeline if possible.

Lesson Seven
Number the Stars

Chapter Four-Five: “It Will Be a Long Night”, “Who Is the Dark-Haired One?”

Indiana Academic Standard(s):

- **Social Studies Standard 1: History**
Indicator 5.1.21 Examine a historical narrative about an issue of the time and distinguish between statements of opinion and those that are factually grounded.
- **Social Studies Standard 2: Civics and Government**
Indicator 5.2.9 Demonstrate civic responsibility in group and individual actions, including civic dispositions—such as civility, cooperation, respect, and responsible participation.
- **Language Arts Standard 3: Reading: Comprehension and Analysis of Literary Text**
Indicator 5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and the importance of the contrasts to the plot or theme.
- **Language Arts Standard 5: Writing: Applications (Different Types of Writing and Their Characteristics)**
Indicator 5.5.2 Write responses to literature that:
 - demonstrate an understanding of a literary work.
 - support statements with evidence from the text.
 - develop interpretations that exhibit careful reading and understanding.

Lesson Objective(s):

- The students will illustrate what friendship means to them.
- The students will understand the difficulty and fear of hiding a Jewish citizen under Nazi occupation.

Goal for Learner: The students will illustrate through creative means what a friend is and also what it was like for a Jewish person to be hidden from the Nazis.

Materials:

- Class set of *Number the Stars* by Lois Lowry
- Literature Circle Role Sheets (Discussion Director, Literary Luminary, Vocabulary Enricher, Connector, Illustrator)
- Journals
- *Number the Stars: The History Behind the Story* by Jim Cornish (http://www.stemnet.nf.ca/CITE/ns_history.htm)
- “Theme: Friendship” activity sheet

Procedures:

- **Before:**
 - Using the article *Number the Stars: The History Behind the Story* by Jim Cornish review with students how tension was rising in Denmark amongst the Danes and the Nazis. Read the section *The Arrests Begin* to activate prior knowledge of the time when the Nazis began to take away the rights of the Danish Jews which the Danes had tried so hard to keep.

- **During:**

- The students will silently read chapters four and five of *Number the Stars* by Lois Lowry and then meet in their literature circles to discuss the chapter based on the different roles.
- Have students begin to look at a prevalent theme in this book, which is friendship. The students can complete the “Theme: Friendship” activity sheet, question numbers 1-3 with a partner or while they are reading.

- **After:**

- Discuss the theme of friendship and how friendship played an important role in these two chapters. Also discuss the theme of bravery and how bravery and friendship might play a role together.
- Pair the students up and give them a large piece of butcher block paper. One of the students will lie down to be traced on the paper. Together the students will come up with characteristics of friends and how friends treat each other in good times and in bad. These friendship drawings will be presented and hung up in the room.
- Have the students write a journal entry as if they were Annemarie writing in a diary right after the Nazis stormed out of their house. The students should focus on how they were feeling before, during, and after the incident with an understanding that their ideas are supported through the text.

Lesson Eight
Number the Stars

Chapter Six-Seven: “Is the Weather Good for Fishing?” “The House by the Sea”

Indiana Academic Standard(s):

- **Social Studies Standard 1: History**
Indicator 5.1.21 Examine a historical narrative about an issue of the time and distinguish between statements of opinion and those that are factually grounded.
- **Social Studies Standard 2: Civics and Government**
Indicator 5.2.9 Demonstrate civic responsibility in group and individual actions, including civic dispositions—such as civility, cooperation, respect, and responsible participation.
- **Language Arts Standard 2: Reading: Comprehension and Analysis of Nonfiction and Informational Text**
Indicator 5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
- **Language Arts Standard 5: Writing: Applications (Different Types of Writing and Their Characteristics)**
Indicator 5.5.2 Write responses to literature that:
 - demonstrate an understanding of a literary work.
 - support statements with evidence from the text.
 - develop interpretations that exhibit careful reading and understanding.

Lesson Objective(s):

- The students will make predictions before, during, and after reading chapter six and seven of *Number the Stars* by Lois Lowry.
- The students will gain insight in codes used by the Danish people to smuggle people into hiding and how they were effective.

Goal for Learner: The students will make predictions before, during, and after reading based on text structure and author clues. They will also learn about the codes used to deter German forces into knowing where Jews were being taken and hidden.

Materials:

- Class set of *Number the Stars* by Lois Lowry
- Literature Circle Role Sheets (Discussion Director, Literary Luminary, Vocabulary Enricher, Connector, Illustrator)
- Journals
- Prediction graphic organizers
- *Number the Stars: The History Behind the Story* by Jim Cornish
(http://www.stemnet.nf.ca/CITE/ns_history.htm)

Procedures:

- **Before:**
 - The students will make predictions as a whole group but also write individual predictions on a graphic organizer along with reasons of support for their answers.

- Reread section 10 of the article *Number the Stars: The History Behind the Story* by Jim Cornish, under the subtitle of *The Arrests Begin*.
- **During:**
 - The students will silently read chapters six and seven of *Number the Stars* by Lois Lowry and then meet in their literature circles to discuss the chapter based on the different roles.
 - Students will write down whether or not their predictions before reading were answered or unanswered and their correctness and also make a new prediction about what they believe will happen while Annemarie and Ellen are at Uncle Henrik's house.
- **After:**
 - Students will write in their journal about their predictions they have after reading the two chapters in terms of what might happen next based on the chapter eight title: "There Has Been a Death"
 - Discuss the ways in which the Danish people set up a system of codes when discussing hiding Jews:
 - Why did Papa talk about cigarette packs to Uncle Henrik when there were no real cigarettes in Copenhagen?
 - Why would this code work?
 - What do you think Papa meant when she asked Uncle Henrik, "Is the weather good for fishing?"
 - What types of codes would you come up with if you had to communicate to someone else?
 - Group the students back into their literature circle groups and have them do the following activity:
 - Give each group a piece of paper along with the following three nouns: recess, lunch box, Lisa
 - The students' job is to create a code for the teacher to tell her that someone took Lisa's lunch box at recess. The students will work together quietly to write down the code words for each and then cut them out and scramble them together. The students will then trade their codes with other groups and who ever cracks another group's code first will win. It will show the diversity in codes and how it is difficult for a second party to intercept and understand the code.

Lesson Nine
Number the Stars
Chapter Eight-Nine: “There Has Been a Death” “Why Are You Lying?”

Indiana Academic Standard(s):

- **Social Studies Standard 1: History**
Indicator 5.1.21 Examine a historical narrative about an issue of the time and distinguish between statements of opinion and those that are factually grounded.
- **Social Studies Standard 2: Civics and Government**
Indicator 5.2.9 Demonstrate civic responsibility in group and individual actions, including civic dispositions—such as civility, cooperation, respect, and responsible participation.
- **Language Arts Standard 2: Reading: Comprehension and Analysis of Nonfiction and Informational Text**
Indicator 5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
- **Language Arts Standard 3: Reading: Comprehension and Analysis of Literary Text**
Indicator 5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and the importance of the contrasts to the plot or theme.
Indicator 5.3.4 Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.
- **Language Arts Standard 5: Writing: Applications (Different Types of Writing and Their Characteristics)**
Indicator 5.5.2 Write responses to literature that:
 - demonstrate an understanding of a literary work.
 - support statements with evidence from the text.
 - develop interpretations that exhibit careful reading and understanding.

Lesson Objectives:

- The students will contemplate the meaning of bravery, a prevalent theme throughout *Number the Stars* by Lois Lowry.

Goal for Learner: The students will describe what bravery is according to definitions, examples of real life people, and examples from the text.

Materials:

- Class set of *Number the Stars* by Lois Lowry
- Journals
- “Theme: Bravery” activity sheet

Procedures:

- **Before:**
 - The students will complete questions numbered 1-3 on the “Theme: Bravery” activity sheet. They will work together to come up with definitions using the dictionary as well as describing people they know who are brave and describing how they are brave.

- Annemarie's bravery is questioned again in these two chapters. Set the purpose for reading to find out if the students believe she will be brave and what support from the text can they use to back up their predictions.
- **During:**
 - Read these two chapters aloud and ask the following questions to guide student comprehension throughout:
 - How did the girls spend their first full day at the farm?
 - What did Uncle Henrik mean when he says that tomorrow would be a good day to go fishing? Why would he spend an entire night on the boat?
 - Why was Annemarie surprised by the announcement of the funeral for Great Aunt Birte?
 - What does Annemarie learn about bravery when she talked to Uncle Henrik?
 - Who is this mysterious Aunt Birte?
 - Who do you think all the people who showed up for the funeral are?
 - Why didn't Annemarie tell Ellen the truth about Aunt Birte?
- **After:**
 - Relate to students that there is a passage in chapter nine in which the author uses foreshadowing. Have the students find the passage ("I think that is not true," Uncle Henrik said. "I think you are like your mama, and like your papa, and like me. Frightened, but determined, and if the time came to be brave, I am quite sure you would be very, very brave.") and then write what event this foreshadowing will lead up to as a journal entry. The students can share their thoughts and ideas as a whole group.

Lesson Ten
Number the Stars

Chapter Ten-Eleven: “Let Us Open the Casket” “Will We See You Again Soon, Peter?”

Indiana Academic Standard(s):

- **Social Studies Standard 1: History**
Indicator 5.1.21 Examine a historical narrative about an issue of the time and distinguish between statements of opinion and those that are factually grounded.
- **Social Studies Standard 2: Civics and Government**
Indicator 5.2.9 Demonstrate civic responsibility in group and individual actions, including civic dispositions—such as civility, cooperation, respect, and responsible participation.
- **Language Arts Standard 3: Reading: Comprehension and Analysis of Literary Text**
Indicator 5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and the importance of the contrasts to the plot or theme.
- **Language Arts Standard 5: Writing: Applications (Different Types of Writing and Their Characteristics)**
Indicator 5.5.2 Write responses to literature that:
 - demonstrate an understanding of a literary work.
 - support statements with evidence from the text.
 - develop interpretations that exhibit careful reading and understanding.

Lesson Objectives:

- The students will create a character sketch of Annemarie as she is developing throughout the story.
- The students will describe how the Jewish Danes were being rescued.

Goal for Learner: The students will understand the developing character Annemarie better by creating a character sketch of the protagonist. The students will also write a detailed plan for how the Jews are escaping out of Denmark.

Materials:

- Class set of *Number the Stars* by Lois Lowry
- Journals
- “Building Character” activity sheet

Procedures:

- **Before:**
 - Have the students get out the maps that they had colored earlier on in the reading of *Number the Stars* by Lois Lowry. Have the students look back at chapter two to discuss which countries were under Nazi occupation but to also find the one country that was completely neutral and was not occupied (Sweden).
 - Relate to the students that in the next two chapters that will be read they will finally figure out what Uncle Henrik means when he says it will be a good day for fishing, what the casket was for, and why all of the people, including the Rosens

and Peter, showed up at the farm at night. They should pay special attention to descriptions made because they will be writing an escape plan based on the text.

- **During:**

- Read aloud to the students chapters ten and eleven, asking the following questions:
 - Why did the German soldiers come to Uncle Henrik's house?
 - What do you think the German soldiers were like based on how they treated others? Give me one word to describe them.
 - Annemarie was tested for bravery for the first time, do you think she passed?
 - What would have happened if the Germans had wanted to look into the casket? How would the story change?
 - What were the droplets that Peter gave to the baby? What do you think they do?
 - Why didn't Mr. Rosen ask Peter was in the package he gave him?
 - What is the plan for escape?
- Give each student a piece of paper. They can either illustrate or write the plan of escape out in words.

- **After:**

- Discuss with the students how Annemarie has and will exhibit more acts of bravery and friendship. In order for others to better understand how Annemarie acts or who she is the students will be completing a character sketch of the protagonist using the "Building Character" activity sheet. This activity should be done individually.

Lesson Eleven
Number the Stars
Chapter Twelve-Thirteen: “Where Was Mama?” “Run! As Fast as You Can!”

Indiana Academic Standard(s):

- **Social Studies Standard 1: History**
Indicator 5.1.21 Examine a historical narrative about an issue of the time and distinguish between statements of opinion and those that are factually grounded.
- **Social Studies Standard 2: Civics and Government**
Indicator 5.2.9 Demonstrate civic responsibility in group and individual actions, including civic dispositions—such as civility, cooperation, respect, and responsible participation.
- **Language Arts Standard 2: Reading: Comprehension and Analysis of Nonfiction and Informational Text**
Indicator 5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
- **Language Arts Standard 5: Writing: Applications (Different Types of Writing and Their Characteristics)**
Indicator 5.5.2 Write responses to literature that:
 - demonstrate an understanding of a literary work.
 - support statements with evidence from the text.
 - develop interpretations that exhibit careful reading and understanding.

Lesson Objective(s):

- The students will make predictions based on textual clues of what will happen with Annemarie.
- The students will continue to discuss and write about their own bravery.

Goal for Learner: The students will be able to make predictions and support those predictions with textual clues and will discuss if they would be as brave as Annemarie.

Materials:

- Class set of *Number the Stars* by Lois Lowry
- Journals

Procedures:

- **Before:**
 - Activate prior knowledge by asking the students to preview the chapter titles of chapters twelve and thirteen and have the students make predictions of what the chapters will entail based on what they have read so far.
 - Set the purpose of reading to question whether or not Annemarie is brave and if the students could be as brave as Annemarie in the story.
- **During:**
 - Have the students silently read chapter twelve and check predictions afterwards and make or change new predictions for chapter thirteen. Then the students will silently read chapter thirteen, following the same procedure.

- Have the students mark a quote or part that was interesting to them and have the students read the parts out loud for the class to discuss.
- **After:**
 - Ask the students:
 - Why wouldn't Annemarie's mother tell her what the package was? Do you believe that will help or harm her?
 - Why is it easier to be brave if you do not know all of the consequences or all of the information?
 - What does bravery mean to you?
 - Give the students the following situation to write about in their journal: You are Annemarie and your mother has just sent you to deliver an extremely important package to Uncle Henrik. You do not know what it is but you know that it is important for the Rosens and other Jewish families to have on the boats to Sweden. You also know that you might run into German soldiers who are mean and have guns. Would you be brave enough to go deliver the precious package?
 - Discuss that bravery is when one does something because they know it is right, even if they might be afraid or there might be consequences.

Lesson Twelve
Number the Stars
Chapter Fourteen-Fifteen: “On the Dark Path” “My Dogs Smell Meat!”

Indiana Academic Standard(s):

- **Social Studies Standard 2: Civics and Government**
Indicator 5.2.9 Demonstrate civic responsibility in group and individual actions, including civic dispositions—such as civility, cooperation, respect, and responsible participation.
- **Language Arts Standard 2: Reading: Comprehension and Analysis of Nonfiction and Informational Text**
Indicator 5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
- **Language Arts Standard 3: Reading: Comprehension and Analysis of Literary Text**
Indicator 5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and the importance of the contrasts to the plot or theme.
- **Language Arts Standard 5: Writing: Applications (Different Types of Writing and Their Characteristics)**
Indicator 5.5.2 Write responses to literature that:
 - demonstrate an understanding of a literary work.
 - support statements with evidence from the text.
 - develop interpretations that exhibit careful reading and understanding.

Lesson Objectives:

- The students will make predictions of the use of the important handkerchief.
- The students will discuss how Annemarie is brave based on her actions portrayed in the book.

Goal for Learner: The students will be able to make predictions and support those predictions with textual clues and will discuss how Annemarie was brave based on her actions.

Materials:

- Class set of *Number the Stars* by Lois Lowry
- Journals

Procedures:

- **Before:**
 - In order to make predictions about these two chapters have the students complete the “Probable Passage” activity. Pick an important passage within the two chapters and take away words or phrases within the passage. Add other words or phrases that are from the book as a whole. Have the students categorize the words and phrases in the following categories: settings, characters, actions, and objects. Afterwards the students will place the words or actions into the passage and make predictions based on the passage.

- **During:**
 - Read these chapters aloud and as you ask these questions have the students discuss with a buddy and then as a whole group.
 - Ask the following questions to check for understanding:
 - Why did Lois Lowry choose *Little Red Riding Hood* for Annemarie to think about while she was in the woods?
 - How has this path in the woods turned from ordinary to extraordinary?
 - Who is the 'wolf' in Annemarie's life?
 - What would you do if you were Annemarie facing four soldiers with guns?
 - Why should Annemarie pretend to be nothing but a silly girl?
 - How did Annemarie exhibit bravery in this chapter?
 - Annemarie saved the escape plan because of a handkerchief. What do you think its purpose was that it was so important that it saved the escape?
- **After:**
 - Have the students write three adjectives to describe Annemarie's bravery. Students will then use those same adjectives to talk about a time or times when they displayed those same qualities. Discuss how the students can act as Annemarie did in their own lives.

Lesson Thirteen
Number the Stars

Chapter Sixteen-Seventeen: “I Will Tell You Just a Little” “All This Long Time”

Indiana Academic Standard(s):

- **Social Studies Standard 1: History**
Indicator 5.1.21 Examine a historical narrative about an issue of the time and distinguish between statements of opinion and those that are factually grounded.
- **Social Studies Standard 2: Civics and Government**
Indicator 5.2.9 Demonstrate civic responsibility in group and individual actions, including civic dispositions—such as civility, cooperation, respect, and responsible participation.
- **Language Arts Standard 3: Reading: Comprehension and Analysis of Literary Text**
Indicator 5.3.4 Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.
- **Language Arts Standard 5: Writing: Applications (Different Types of Writing and Their Characteristics)**
Indicator 5.5.2 Write responses to literature that:
 - demonstrate an understanding of a literary work.
 - support statements with evidence from the text.
 - develop interpretations that exhibit careful reading and understanding.

Lesson Objectives:

- The students will identify and understand the explicit theme about bravery stated.

Goal for Learner: The students will read the conclusion of *Number the Stars* by Lois Lowry while gaining an understanding of what an explicit theme is and what the explicit theme is that can be found in these two chapters

Materials:

- Class set of *Number the Stars* by Lois Lowry
- Sketch-to-Stretch activity sheet
- Sticky notes
- “Theme: Bravery” activity sheet

Procedures:

- **Before:**
 - Read the first two paragraphs of chapter sixteen. Have the students compare and contrast the mood of these two paragraphs with the last few chapters which captured the tension of the Jews being hidden and trying to escape. Ask the students what this might tell them in terms of the escape plan for the Rosens, did it go well?
 - Explain what an explicit theme is (explicitly stated statement that answers the question of “What does it all mean?”) Tell the students to be on the look out for an explicit theme in chapter 16. Give the students a sticky note to mark the page and passage while the chapters are being read.

- **During:**

- Read these chapters aloud and as you ask these questions have the students discuss with a buddy and then as a whole group.
- Ask the following questions to check for understanding:
 - Describe the way the fishermen helped the Danish Jews escape to Sweden.
 - Is it a surprise that Peter was part of the Resistance? What previous clues in the book gave you clues as to why he might be a part of the Resistance?
 - To what extents have the Nazis gone in trying to find hidden Jews and stop them from escaping?
 - Why do you think the Nazis are going to such trouble in trying to stop the Jews from escaping? What do you think their overall goal is?
 - How was the handkerchief important? What did it do?
 - If Uncle Henrik had not received the handkerchief from Annemarie, what would have happened to the Rosens and to the other Jews who were hiding underneath the boat? What would have happened to Uncle Henrik and Annemarie's family?
 - How were the Rosen's and the other Jews courageous and brave?
 - If you were being discriminated like the Jews, how would you react? (Go back to simulation and see how those being discriminated against acted.)
 - How did the non-Jewish Danes care for the Jews after they had left for the two years?
 - How does it make you feel to know that the German's killed Peter? Was Peter a good human being? How?
 - How were the Nazis cruel to other humans, not only the Jews, but Resistance fighters, like Annemarie's sister Lise?
 - What do you think the purpose is of Annemarie wearing Ellen's necklace (the Star of David, the symbol of Judaism)?

- **After:**

- An explicit theme is stated in chapter sixteen, "That's all that brave means—not thinking about the dangers. Just thinking about what you must do." (page 123) Students can complete a sketch-to-stretch activity to illustrate this explicit theme and what it means to the story and the Holocaust.
- Have the students complete "Theme: Bravery" activity sheet
- In their journals have the students respond to this question: Annemarie finds the necklace that she had hidden and kept for Ellen during Ellen's time in hiding. How did Annemarie show that the bond of friendship would last?

Lesson Fourteen
Why was Denmark so different?
Danish Resistance and the Power of Community

Indiana Academic Standard(s):

- **Social Studies: Standard 2: Civics and Government**
Indicator 5.2.9 Demonstrate civic responsibility in group and individual actions, including civic dispositions — such as civility, cooperation, respect, and responsible participation.

Lesson Objectives:

- The students will assess Denmark's feeling of community.
- The students will compare and contrast Denmark with Holland in how the nations' Jews were treated under Nazi occupation.

Goal for Learner: The students will understand how working together as a community can save many lives and makes a group of people stronger.

Materials:

- *Number the Stars: The History Behind the Story* by Jim Cornish
(http://www.stemnet.nf.ca/CITE/ns_history.htm)
- "The Danish Resistance" activity sheet
- Large pieces of paper for Venn Diagrams
- *The Upstairs Room* by Johanna Reiss
- *Anne Frank* by Susanna Davidson

Procedures:

- Discuss ways in which the Danes came together as a community. If not brought up, bring up the Danish Resistance group.
 - Read the section titled "The Resistance" in *Number the Stars: The History Behind the Story* by Jim Cornish
 - What would you be like if you were part of the Danish Resistance?
 - How did the Resistance sabotage the Germans in Denmark?
 - Complete "The Danish Resistance" activity sheet
 - Read the section titled "The Arrests Begin" *Number the Stars: The History Behind the Story* by Jim Cornish
 - The Rosens went to the synagogue to celebrate their new year. How did they hear about Jews being arrested?
 - Did it take the Danes long to devise a plan of hiding the Jews?
 - How efficient were the Danes in getting their Jewish countrymen to safety?
- Discuss ways in which the Dutch came together as a community.
 - Did the author of *The Upstairs Room* talk about the citizens of Holland all backing up the Jewish community?

- How was Holland different in terms of rules and laws that took away Jewish rights?
- Complete the Venn-diagram comparing Holland and Denmark.
 - Read excerpts from *The Upstairs Room* about Jewish rights being taken away and treated differently.
 - Read excerpts about Anne Frank whose family hid in an attic in Amsterdam and were ratted out by others in the community.
- Point out how drastically different Denmark was in terms of helping the Jews (keeping their rights as long as possible, saving 7,519 of the 8,000 Jews, sending food and clothing to the 481 captured to the ghettos through Red Cross, visiting and checking the ghettos for living conditions, Danish Jews were not deported due to cooperation of the Danes)
- The bottom line is that the Dane's had a great civic disposition and students need to be aware that because of this disposition 400 of the arrested Jews survived, the others dieing mainly of disease.
- The Danes are a great model for civic responsibility, have the students write a bill of civic responsibility for the classroom and then how the students can incorporate these ideas into their community and the world.

Lesson Fifteen

Number the Stars by Lois Lowry: Webquest

<http://www.bgsu.edu/colleges/library/crc/webquest/number%20the%20stars/Homepage.html>

Indiana Academic Standard(s):

- **Social Studies Standard 2: Civics and Government**
Indicator 5.2.9 Demonstrate civic responsibility in group and individual actions, including civic dispositions—such as civility, cooperation, respect, and responsible participation.
- **Language Arts Standard 5: Writing: Applications (Different Types of Writing and Their Characteristics)**
Indicator 5.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate.

Lesson Objectives:

- The students will research different perspectives of Danish citizens during the Holocaust.
- The students will create an illegal newspaper to inform citizens about the war.

Goal for Learner: The students will gain insight on the different perspectives of the Danish Resistance and community and will gain better understanding on informing others of wrong doings.

Materials:

- *Number the Stars* by Lois Lowry
- Computer
- Internet
- Printer
- Paper/pencil
- Folder
- Microsoft Publisher (to create newspaper) or Microsoft Word
- Resource books about the Holocaust and Denmark

Procedures:

- Students will read background information about the Nazis and World War II.
- Separate the students into groups. Each group member will select one particular role to investigate.
- The students will work individually to research their role and write a journal entry about what it was like to be the individual during the Holocaust.
- Each team member should select one of the following roles: a Danish newspaper reporter, a member of the Resistance, a Jewish Citizen of Denmark, or a fisherman who supports the Resistance (information on the website is provided about the role and what the student is supposed to research).
- The students will then share their journal entries with the group as well as share other interesting facts and information found.
- The group will then create a two-page newspaper written from the point of view of the Danish Resistance.
- The group will then present the newspapers to the class.

***Use this web quest as a starting point for students to write their own resistance newspapers about genocides occurring in the world today. This would be a great way to introduce to the students that they should now become responsible citizens of the world by being active bystanders, creating means to educate their peers and others in their local community.**

Number the Stars: A WebQuest about the Holocaust

Created by Lisa Hrubey

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"That's all that brave means--not thinking about the dangers.
Just thinking about what you must do."

--Lois Lowry, author of *Number the Stars*

This WebQuest is based on the novel, *Number the Stars*, by Lois Lowry. It is appropriate for use with grades four through six.



To learn more about the author, Lois Lowry, click on her picture below.



This site was created by Lisa Hrubey.

Last Updated: 11/12/03

Task

"[Mrs. Johansen] spoke in a low voice to Ellen's mother. 'They must be edgy because to the latest Resistance incidents. Did you read in *Die Frie Danske* about the bombings in Hillerod and Norrebro?' Although she pretended to be absorbed in unpacking her schoolbooks, Annemarie listened, and she knew what her mother was referring to. *Die Frie Danske* -- *The Free Danes* -- was an illegal newspaper, Peter Neilsen brought them occasionally, carefully folded and hidden among ordinary books and papers, and Mama always burned it after she and Papa read it. But Annemarie heard Mama and Papa talk, sometimes at night, about the news they received that way: news of sabotage against the Nazis, bombs hidden and exploded in factories that produced war materials, and industrial railroad lines damaged so that the goods couldn't be transported."

-From *Number the Stars*, by Lois Lowry, pages 8 and 9



Imagine: You have lived in the country of Denmark all your life. Suddenly, your quiet Danish town is invaded by Nazi soldiers who believe that German people should rule the world and that Slavic, African, and especially Jewish people are of an inferior race and should be destroyed. Your life has been changed completely and you have become a prisoner in your own town. Even more, the Germans have censored all newspapers in Denmark because they do not want you or the other citizens of your country to know what is happening in the world. You have heard that illegal newspapers are being printed by a resistance movement so that the people of Denmark can

learn the truth. One of these papers is called "De Frie Danske," which means "The Free Danes." You feel that it is important that your friends and family are aware of what is truly going on in the world. What will you do?

Your job is to work with your book club groups to research different perspectives of Danish citizens during the Holocaust. Each group member will select one of the following roles: a Danish newspaper reporter, a member of the Resistance, a Jewish citizen of Denmark, or a Danish fisherman who supports the alliance. Each group member will work individually to write a journal entry describing what it would have been like to be this person during World War II. Once you have completed your journal entry, you and your group members will share what you learned from your research with each other. Then you will work together to create your own illegal newspaper to inform citizens about the war. You will use resources from this WebQuest and the *Number the Stars* book, along with any other books, newspapers, or magazines that may be available. Finally, you and your group members will present your newspapers or newscast to your language arts class when you are finished with the project.

This assignment will be graded by the use of a rubric found in the Evaluation section of this WebQuest.

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Resources



You will need the following materials to complete your WebQuest:

- The book, *Number the Stars*, by Lois Lowry
- Computer
- Printer
- Internet Explorer or other Internet service
- Paper
- Pencil
- A new folder
- Microsoft Publisher -- a program on your computer that you can use to create your newspaper
- Resource books about the Holocaust and Denmark (if available)

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Process

Before you complete this project, you should have read the novel, *Number the Stars*, by Lois Lowry, in your book clubs. Reading this book will help you understand what it was like to live in Denmark during the Holocaust. Also, you should read the background information provided in this WebQuest about the Nazis and World War II. To read this background information, [click here](#). You will then work in your book club groups to research the perspectives of different people who lived during this time period. Each group member will select one particular role to investigate. Working individually, each group member will use the resources provided in this WebQuest to write a journal entry about what it was like to be this person during the Holocaust. You will then present your research to the rest of your group. Using your journal entries and your *Number the Stars* book, along with any other print resources that may be available, you will work together with your group members to create a newspaper about what is happening in Denmark and around the world so that your friends and family will be aware of the truth about World War II.

Please follow the step listed below. Each step should be completed before you move on to the next step.

1. Get together with your book club groups. Make sure that you can work with the other members of your group without having any problems. If you think that you may have a problem working with the other members of your group on this project, please let your teacher know before you begin.

2. Each team member should select one of the following roles: a Danish newspaper reporter, a member of the Resistance, a Jewish citizen of Denmark, or a fisherman who supports the Resistance. The oldest person in your group should select their role first, followed by the next oldest, then the next oldest, and so on. The youngest person in your group should select their role last.

3. You will work by yourself and not with your group for the next part of the project. Your job is to research your role using the information provided in the WebQuest. It is also important to remember that the role that you have been assigned is based on a character from the novel, *Number the Stars*. It may be helpful to look at this book if you need additional help or ideas.

Read the information provided about your role and then click on the name of your role. Remember to follow the directions carefully at the top of the page you will be sent to.

A. A Danish newspaper reporter

You will gather information about the war in Denmark and in other parts of Europe and record it in a journal. You will use the information that you find to help create a newspaper or newscast about the Holocaust and the war in Denmark.

B. A member of the Resistance

You will research what it was like to be a member of the Resistance in Denmark and record the information that you find in a journal. You will use the information that you find to help create a newspaper or newscast about the Holocaust and the war in Denmark.

C. A Jewish citizen of Denmark

You will research what it was like to be a Jewish person during the Holocaust and record the information that you find in a journal. You will use the information that you find to help create a newspaper or newscast about the Holocaust and the war in Denmark.

D. A fisherman who supports the Resistance

You will research what it was like to illegally smuggle Jewish citizens out of the country and record the information that you find in a journal. You will use the information that you find to help create a newspaper or newscast about the Holocaust and the war in Denmark.

4. When you complete your journal entry, share what you learned with your other group members. It may be helpful to read your journals to the group and then share other interesting facts and information that you found. Make sure

to tell your group members what it would have been like to have been your role during World War II.

5. After each group member has shared his or her journal entries, your group needs to create a two-page newspaper written from the point of view of the Danish Resistance. Read the following information carefully about the assignment:

Your group should create a newspaper using Microsoft Publisher that will inform your family and friends about what is happening with the war in Demark and Europe. You will use what you learned from researching your roles, reading the *Number the Stars* book, and using other sources of information, such as dictionaries or magazines, to write at least four articles in your newspaper. When you have finished your newspaper, you will present it, as a group, to your language arts class.

To begin your newspaper project, [click here](#).

6. You will present your completed newspapers to you language arts class. Make sure that each person presents an equal part of your project.

7. Turn your newspaper and individual journal entries in for a grade. This WebQuest project will be assessed by the use of a rubric. To see this rubric, go to the [Evaluation](#) section of the WebQuest.

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Evaluation

The journal entries, newspaper project, presentation, and group participation will be assessed by the use of a rubric. Each assignment will be assessed out of 20 possible points. Students will receive an individual grade for their journal entry and group participation. Students will receive a group grade for the newspaper project and presentation. Students may earn a maximum of 80 points for this unit. A unit grade will be figured, for each student, by taking the percentage of points earned over the total points possible.

Unit Rubric

	Journal Entry (I)	Newspaper (G)	Presentation (G)	Participation (I)
20 pts	Written from the perspective of the assigned role. All questions are answered and are very clear and show evidence of thought, reflection, and understanding. Shows that student has put a lot of time and effort into project.	Information is accurate. The newspaper is interesting, informative and easily read. Proper grammar, punctuation, and spelling are evident. The newspaper has a title that give an idea of what is in the newspaper.	Each group member contributes to the presentation. Newspaper is presented and main ideas are communicated to the class.	Willingly participated and interacted within the group on all days. Willingly contributed to all the WebQuest assignments. Obviously put in effort to make their their group and projects run smoothly.
15 pts	Written from the perspective of the assigned role. All questions are answered, but some are not clear or do not show evidence	Information is mostly accurate. The newspaper is interesting, informative and easily read. Proper grammar, punctuation, and spelling are	Each group member contributes to the presentation. Newspaper is presented. Group lacks on communication of main ideas to	Willing participated and interacted within the group on most days. Willingly contributed to all the WebQuest

	of thought, reflection, or understanding. Shows that student has put time and effort into project.	evident. The newspaper has a title.	the class.	assignments. Put in effort to make their group and projects run smoothly.
10 pts	May or may not be written from the perspective of the assigned role. Most questions are answered. Some may not be clear or do not show evidence of thought, reflection, or understanding. Seems like student could have put more time and effort into assignment.	Information is mostly accurate. The newspaper is mostly interesting, informative, and easily read. Proper grammar, punctuation and spelling are evident in some sections of the newspaper. The newspaper has a title.	Each group member may or may not contribute to the presentation. Newspaper is presented. Group lacks on communication of main ideas to the class.	Participated and interacted within the group on most days. Contributed to all the WebQuest assignments. May not have put in adequate effort to make their group and projects run smoothly.
5 pts	Is not written from the perspective of the assigned role. Most questions are not answered and the questions that are are unclear. Seems like student could have put more time into project.	A lot of the information is not accurate. The newspaper is not very interesting, informative, and is hard to read. Several sections of the newspaper have problems with grammar, punctuation, and spelling. The newspaper may or may not have a title.	At least half of the members in the group did not contribute to the presentation. Newspaper may or may not have been presented. Group lacks on communication of main ideas to the class.	Did not participate and interact within the groups on most days. Did not contribute to all WebQuest assignments. Did not put in adequate effort to make their group and projects run smoothly.
0 pts	Is not written from the perspective of the assigned role. None of the questions	Most of the information is not accurate. The newspaper is not interesting or informative and	Not all group members contribute to the presentation. Newspaper may or may not be	Did not participate and interact within the groups on any days. Did not contribute to

are answered. Seems like students spent very little time on project.	is hard to read. There are many grammar, punctuation, and spelling errors. The newspaper may or may not have a title	presented. Main ideas are unorganized and there is an evident lack of thought and understanding about the material.	all WebQuest assignments. Did not make their group and projects run smoothly
-OR-			-OR-
Project is not turned in.	-OR-	-OR-	Did not participate in the WebQuest project.
	Project is not turned in.	Did not participate in the presentation.	

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Conclusion



Congratulations, you have accomplished your mission and your friends and family have become aware of the truth about World War II. With this newfound knowlege, many of your Jewish friends and family have escaped the concentration camps and, possibly, death at the hands of the Nazi soldiers. Your efforts and the efforts of other members of the Resistance have helped Denmark come together as a country to help its Jewish citizens. During the course of World War II, Denmark will save over 7,000 Jewish citizens because of people like you. Soon, the war and the Holocaust will be over and you will try to rebuild your country of Denmark.

The path to freedom will be long and hard, but this journey will help us understand that the importance of human life. The Holocaust was one of the most tragic events in history. We must study the Holocaust and similar tragic events in history so that we become aware of how they affected the world. If we are aware of the past, we can prevent these tragic events from happening again in the future.

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Teacher Notes

This WebQuest was designed for middle childhood students, depending on their development, between the grades of four and six. The first step of the WebQuest is to have your students read the novel, *Number the Stars*, by Lois Lowry. Students must read this novel in order to gain the proper schema that is needed to participate in the WebQuest and fully understand the roles involved. Students should work on this project mainly in groups or independently. Exploring the WebQuest independently or in peer groups allows students to feel more independent, which yields a better outcome for this project. This WebQuest should take approximately seven to fourteen forty-minute class periods to complete.

This WebQuest includes evidence of a:

Middle Childhood Literature Collection

In order to view the middle childhood literature collection associated with this WebQuest, visit the Author Study section. The middle childhood literature collection includes novels written by Lois Lowry that are appropriate for all young adolescents between the grades of four and nine.

Language Arts Lesson

There are actually two language arts lessons associated with this WebQuest. One language arts activity is how to create a journal based on the perspective of someone who lived in Denmark during the Holocaust. Students must review various websites and think about questions related to these websites in order to learn more about what it meant to live during the Holocaust. Then students must take what they learned and apply it to the creation of a journal entry from the point of view of that person who lived during the Holocaust. This activity is aligned with the Ohio English Language Arts Content Standards for grades four through nine. A second language arts activity included in this WebQuest is that students will learn how to make a newspaper based on the events that occurred in Denmark during the Holocaust. Students should take what they learned about the Holocaust from completing the journal activity and pull out all of the important information to place in the newspaper. Students will research what a newspaper looks like, what a newspaper should include, and take information about what they learned and use it to create a newspaper of their own. This project involves

both cooperative learning and writing process activities. This activity is also aligned with the Ohio English Language Arts Content Standards.

Mediated Reading-Thinking Activity

In order to view the mediated reading-thinking activities included in this WebQuest, visit any of the following pages:

- A Jewish Citizen of Denmark
- A Danish Fisherman and Supporter of the Resistance
- A Member of the Resistance from Denmark
- A Danish Newspaper Reporter

These MR-TA activities emphasize guided silent reading. I divided the sections of reading into manageable chunks of texts that they could read silently. Then after each manageable chunk of reading, students must stop to think more critically and responsively about what they read. During the MR-TA activities in this WebQuest, students are encouraged to predict, or anticipate what might happen in the readings. Then they must read a selected part of the text silently and respond to the text by answering questions about what they read. Finally, students must connect the new ideas that they learned about in the text to what they already know. Students are then given the opportunity to reflect on what they learned by creating a journal entry from the perspective of the character that they learned about in that section of the WebQuest.

Word/Comprehension Plan for activities

In order to view the word/comprehension plan for this activity, visit the Glossary section of this WebQuest. In this WebQuest, there is a section of difficult words about the Holocaust that students may not be able to understand. The Glossary section, defines these words with an understandable definition and, in some cases, includes links to websites on the Internet where they may be able to learn more about the difficult word. By reading the definitions in the glossary, students will learn more about the Holocaust and its importance to this activity.

Author Study

In order to view the author study, visit the Author Study section of this WebQuest. This author study is designed for students to investigate an author individually or in small groups, whatever is appropriate at the time. The important part of the author study is that students have a connection to the author, Lois Lowry, and her writing. In the author study that has been

created in this WebQuest, students must visit websites about the author and read additional facts about the author. Students must then write a brief biographical sketch about the author, answering the following questions:

- Who is Lois Lowry?
- Where is she from?
- What does she write about OR what does she like to write about?
- What books has she written?
- What awards has she won, if any?
- What are 3 interesting facts about her?

By completing this short assignment, students should have a better understanding of the author, her works, and her writing style.

This WebQuest is designed to work in the following settings:

Readers Workshop Plan

This WebQuest is designed to work in a readers workshop environment. Before beginning this WebQuest, it may be helpful to read the novel, *Number the Stars*, by Lois Lowry, in book clubs. A book club approach has four components: reading, writing, discussion, and instruction. The reading component involves silent reading, partner reading, choral reading, oral reading/listening, or reading at home. Students should have ample time to read so that they can be prepared for sharing what they read when the book clubs meet. Second, the writing component involves students reflecting on what they read. They should draw or write in their journals in preparation for the book club meetings with other students. The discussion component involves students interacting and learning from others in both their book clubs and community sharing sessions. Finally, the instruction component is when the teacher provides opportunities for students to learn what and how to share their ideas with others.

A good way to help students begin to work in book clubs is to divide the students into groups of four or five. Students should work in their book club groups to plan how much of the book they will read per day and set a date for the completion of the novel. Students should typically meet in their book clubs daily. A good introductory activity is for the teacher to read the first chapter of the novel aloud, using a mediated listening-thinking activity. This activity is similar to the mediated reading-thinking activity described above. On the following days, students will read on their own. After each student completes their reading for the day, he or she will prepare for the impending

book club meeting with his or her peers. Students should think about important events, questions they may have, characters, illustrations, words or phrases they may not understand, or something personal that they took away from the story. Students should then meet with their book club members. They should share their responses from what they read, discuss main points of the text, clarify points of confusion, make connections across and within texts, relate ideas from text to personal feelings, experiences, and prior knowledge, and identify the author's purposes and critique success at achieving those purposes. Book clubs provide students with the opportunity to monitor, pace, and evaluate their own work and work toward becoming more mature readers. Organizing students into book clubs also requires students to participate in community sharing sessions. In these sessions, students will listen to the views of others and take turns in discussing what they read in whole-class sharing sessions. Book clubs are an excellent way to bring students toward becoming more independent learners.

A good way to organize the class period when having students work in book clubs is in a readers workshop format. In a readers workshop format, students begin the day as a whole group. In this first section of the day, the teachers should provide minilessons on things that students may have difficulty understanding and talk about workshop and book club procedures. Students and teachers should lay out the plan for the day during this time period which should last approximately ten to fifteen minutes. The first activity during the second section of the day should be a quiet reading periods. Students should read silently for at least twenty minutes. During this time, the teacher should either read along with the students or hold conferences with each book club group to see what problems they may be having with the novel. The second activity in the middle section of the day should include students working on reading response activities. At this time, students may think about what they read and write in their journals, share and discuss in their peer book clubs, or work independently on projects involved with the reading. The teacher should provide question and answer help during this time of the day. The middle section of the readers workshop should take approximately thirty-five to fifty minutes. The last part of the day is set aside for community sharing sessions where students talk as a whole-group about what they learned from the novel. Also, students should evaluate how they worked during the day and plan what they might do tomorrow. This section of the readers workshop should take approximately ten to twenty minutes.

The readers workshop format works well when students are reading the novel, *Number the Stars* because it gets students to think and work

independently before they must begin their WebQuest. Also, the readers workshop atmosphere allows students in the class to be working on the WebQuest and other students to be finishing up their reading at the same time.

Writers Workshop Plan

When the students begin to work on their newspaper assignments, this allows for a great time to implement a writers workshop plan in the classroom. In order to create the newspaper, students must work in cooperative learning groups and go through most of the steps of the writing process. In order to organize the class period into a format that would allow students sufficient time to work on their projects, students could be involved in a writers workshop within their book club groups. During a writers workshop, the day is split into three sections. During the first section, the students meet as a whole-class. The teacher may provide a minilesson on an area of writing with which the students may be having difficulty. Then the students plan what they will do that day. During the second section of the day, students will have either individual or group writing time, whichever they find necessary. Then students should confer and talk within their book clubs about the project. They would reflect on what they have already accomplished and think about what they need to do next. Also, during this section is time set aside for editing and publishing if needed. Finally, the last section of the day requires large group sharing sessions and thoughts on what may happen the next day. The entire writers workshop format would work in both a forty or a sixty minute class period.

The writers worksho format works well when students are creating their newspaper projects established by this WebQuest because students are given ample time to work independently in their groups, but the teacher still provides help through minilessons at the start of the period and question and answer help during the actual writing process.

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Lesson Sixteen

Learning about the Holocaust through Art Ghettos and Concentration Camps

Indiana Academic Standard(s):

- **Art Standard 1: History**

Indicator 5.1.1 Identify the relationship between a work of art and the geography and the characteristics of the culture, and identify where, when, why, and by whom the work was made.

Indicator 5.1.2 Identify and compare works of art and artifacts with similar functions.

- **Art Standard 3: Responding to Art: Criticism**

Indicator 5.3.2 Construct meaning in the work based on personal response, properties found in the work, and background information on the context of the work.

Lesson Objectives:

- The students will gain different perspectives about the Holocaust through the stories of artists and the places in which they worked (ghettos, camps, hiding places).
- The students will discover the artistic activity that occurred in these places and its different functions.
- The students will appreciate the works as historical evidence, looking at what they reveal about life in the ghettos and camps.
- The students will consider the meanings and messages of the art work.

Goal for Learner: By looking at art, students will learn about the individual human being, their environment and their way of life in the ghettos and camps.

Materials:

- <http://art.holocaust-education.net/home.asp?langrid=1>
- Computers
- Internet

Procedures:

- Students look through art created by those living in the ghettos and camps. The students will draw conclusions as to the conditions of living in these places.
- **Activity One—People in the Ghettos and Camps**
 - Choose 6 different art works with people in them.
 - Describe these things in each of the words you have chosen:
 - Clothing
 - Environment
 - Activities
 - Objects
 - Is there anything that links together the people in the pictures you have chosen? It might be their clothing, their environment, activities, the objects around them, or something else.
 - Write a short story using all the pictures you have chosen.

- **Activity Two—Landscape and Environment**

- Many of the art works show landscapes. You can find these by typing “landscapes” in the simple search or choosing “landscapes” as the subject in the advanced search.
 - Look through these works, describing the following:
 - The use of color.
 - People: How do they interact with their environment?
 - Objects in the picture: Are there buildings, plants or other objects in the picture? Where are they? What are they like?
 - Foreground and Background: What differences can you see between the foreground and background in each picture?
 - From among the works you have studied, choose 4 that have something in common. It could be the subject matter or the way the works are drawn or painted.
 - Write a short story using all these pictures as illustrations.

- **Activity Three—Way of Life in the Ghettos and Camps**

- Many of the art works show what life was like in the ghettos and camps. Select 8 pictures showing everyday life in 2 or 3 different places. You can find pictures of people by typing “people” in the simple search. Another way is to choose some of the subjects in the advanced search: “food”, “work”, “leisure”, “exercise”, “personal hygiene”, “and religious practice”.
 - Look closely at the works you have chosen. Describe the following:
 - People: Are they young or old? Do they look well or sick?
 - Place: Where are the people in the picture? What are their surroundings?
 - Activities: What are people doing? What does this tell use about everyday life in the camp or ghetto?
 - Objects: What objects are people using in their activity?
 - Compare the works you have chosen, stressing the similarities and the differences between them. Note any differences between the camps or ghettos you have chosen?
 - Choose 4 pictures that are similar. Use these as the starting point for a short story.
- After conducting any of these activities, direct students towards how ghettos and concentration camps were. There is no need to explicitly describe how the Nazis exterminated mass amounts of people but it is important for the students to know that the Nazis sent the Jews and other groups of people to the ghettos and eventually to concentration camps to be killed.
- Due to stereotypes and discrimination the Nazis were able to kill more than 6 million people.
- Bring the discussion back to a more positive spin in terms of the Danish people and how they were able to come together as a community to stop over 7,000 Jews from being killed. Revisit classroom bill of rights and responsibilities.

Lesson Seventeen

Celebrating Our Unique Cultures

Indiana Academic Standard(s):

- **Language Arts Standard 5: Writing:** Applications (Different Types of Writing and Their Characteristics)
Indicator 5.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate.

Lesson Objectives:

- The students will investigate their own cultural background.
- The students will create a “cultural banner.”

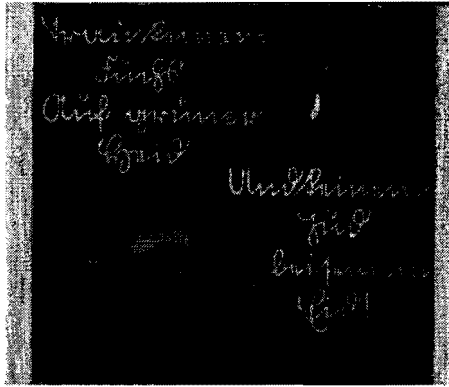
Goal for Learner: The students will investigate and share a cultural banners which will express values, traditions, activities, and places important in their families.

Materials:

- Art supplies
- Magazines
- Construction paper
- Chart paper
- Culture Graphic Organizer

Procedures:

- Write the word culture in the center of a piece of chart paper and have students brainstorm what they think the word means or what comes to their minds when they hear the word.
- After brainstorming come up with a definition using the words and phrases on the chart paper to resemble a definition like this: “culture is the values, beliefs, and traditions shared by a group of people.”
- Distribute the culture graphic organizer for students to write down words, phrases, picture ideas, etc. for the categories listed.
- Hand out construction paper, art supplies, and magazines. Students will draw, find pictures, and write things to describe their culture.
- Students will each have an opportunity to display their banner and talk about their family culture.
- Have the students write about their culture and something interesting they learned about three other people in the class, expressing how knowing these differences has improved the class climate in becoming more understanding and diverse thinking group.
- Pose these questions:
 - What will you do as an individual if one of your classmates is being made fun of or treated badly because of their culture or background?
 - What will we do as a class if one of the other students in the school is being made fun of or treated badly because of their culture or background?
 - What is the most important thing the Holocaust can teach you as an individual human being?





Background: This is the first of three anti-Semitic children's books published by Julius Streicher's *Stürmer* Publishing House. They are among the nastier productions of the Third Reich. Around 100,000 copies printed, and the book was used in many schools. The author, Elwira Bauer, was an 18-year-old art student. The title comes from a phrase by Martin Luther, whose anti-Jewish remarks the Nazis were happy to use.

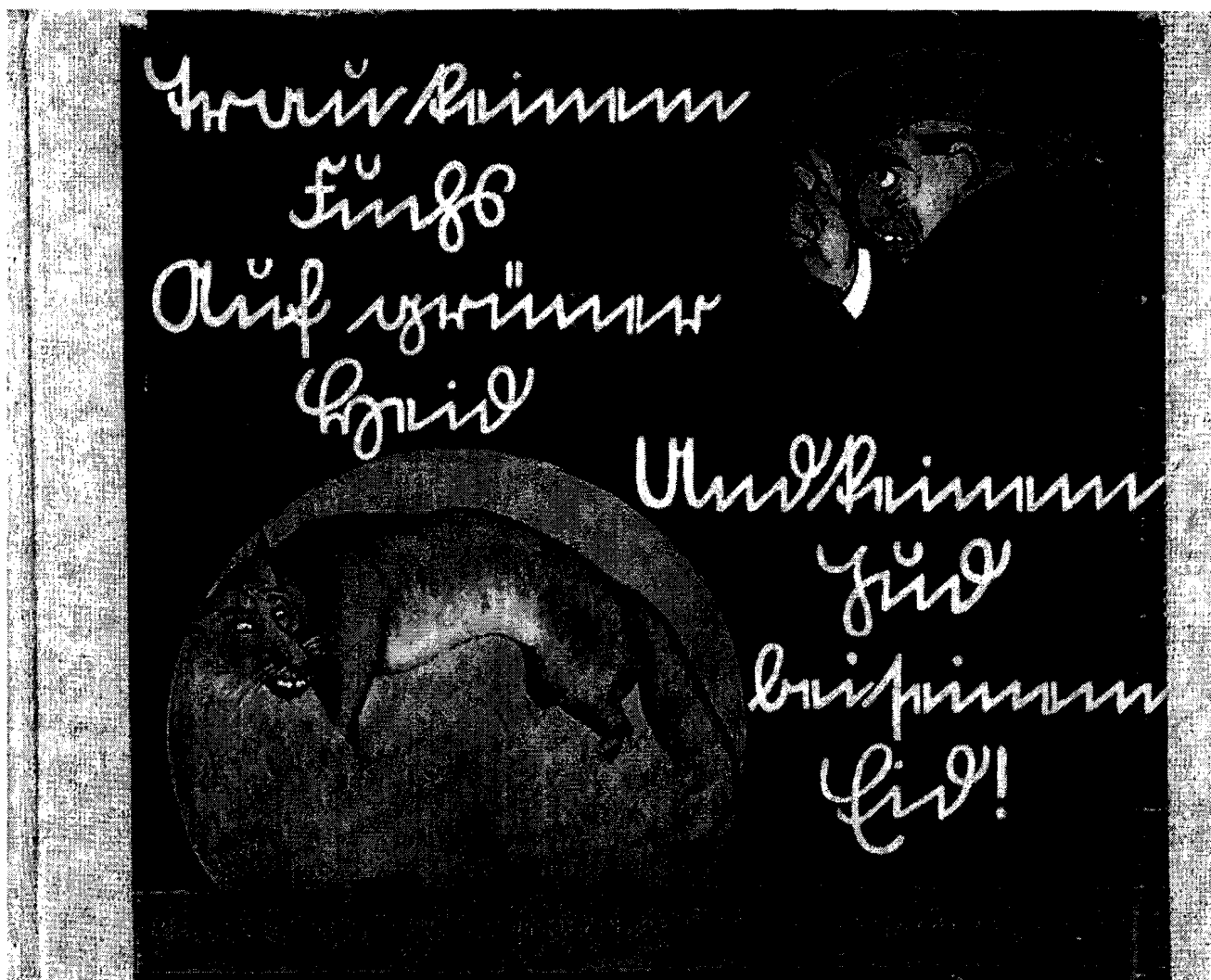
For more information on the *Stürmer* and its editor, see my book on *Julius Streicher*. For more information on Nazi material aimed at children, see an interesting article by Mary Mills titled "[Propaganda and Children during the Hitler Years](#)." I'm using an anonymous translation from the University of South Florida library which I've made a few corrections.

The source: Elwira Bauer, *Trau keinem Fuchs auf grüner Heid und keinem Jüd auf seinem Eid* (Nuremberg: Stürmer Verlag, 1936).

Trust No Fox on his Green Heath

And No Jew on his Oath

by Elwira Bauer



The Cover

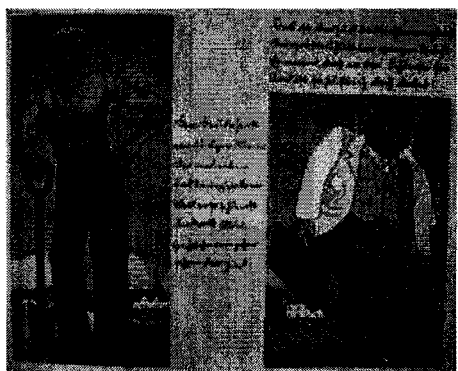
The Father of the Jews is the Devil

At the creation of the world
 The Lord God conceived the races:
 Red Indians, Negroes, and Chinese,
 And Jew-boys, too, the rotten crew.
 And we were also on the scene:
 We Germans midst this motley medley-
 He gave them all a piece of earth
 To work with the sweat of their brow.
 But the Jew-boy went on strike at once!
 For the devil rode him from the first.
 Cheating, not working, was his aim;
 For lying, he got first prize
 In less than no time from the Father of Lies.



Then he wrote it in the Talmud.

By the banks of Pharaoh's Nile
 Pharaoh saw this folk, and said:
 "I'll torment the lazy blighters,
 These people shall make bricks for me."
 The Jew did this all wailing and whining,
 Never was there such cursing and swearing,
 With bent backs and over-big slippers.
 Even today we see them shambling
 With lip hanging down and great red noses
 And looking daggers, flashing hate.
 They owe Pharaoh thanks,
 Who trounced them soundly for their pranks.
 The Jews soon had enough of that!
 The Devil brought them to our midst,
 Like thieves they stole into our land
 Hoping to get the upper hand.



But the Germans — they stand foursquare.
 Look, children, and the two compare,
 The German and the Jew.
 Take a good look at the two
 In the picture drawn for you.
 A joke — you think it is only that?
 Easy to guess which is which, I say:
 The German stands up, the Jew gives way.
 The German is a proud young man,
 Able to work and able to fight.
 Because he is a fine big chap,
 For danger does not care a rap,
 The Jew has always hated him!
 Here is the Jew, as all can see,
 Biggest ruffian in our country;
 He thinks himself the greatest beau
 And yet is the ugliest you know!

The Eternal Jew

From the start the Jew has been
 A murderer, said Jesus Christ.
 And as Our Lord died on the cross
 God the Father knew no other race
 To torment His Son to death,
 He chose the Jews for this.
 That is why the Jews now claim



To be His special proteges.
 When Christ the burden of the cross
 Too heavy found, He sought to rest
 One moment 'gainst a door.
 But from the house a Jew came out
 Cursed Him and upbraided Him,
 Telling Him to move on further.
 For 'twas a Jew that owned that house.
 It was the Jew Ahasuerus.....
 Since then the Jew has borne a curse.
 Two thousand years he has sought rest,
 That wretched Jew Ahasuerus,
 The curse has passed to all his race,
 Restless he wanders far and wide,
 One land to another.
 He has no home to call his own,
 The alien Jew, that scurvy knave.
 His nomad soul finds nowhere rest,
 Everywhere he's just a pest.
 Four centuries have come and gone,
 Ahasuerus crops up everywhere
 Now in Hamburg, next Berlin,
 In Denmark and in Danzig too.
 Dresden, Paris have seen that Jew.
 Believe me, children, it is quite clear,
 Ahasuerus haunts us still
 Under the skin of every Jew.
 Now, children, keep a good look out
 Whenever you see a Jew about.
 The Jew creeps round, a regular fox,
 Keep your eyes open, or you'll be on the rocks.

Jewish Names

So that the Jew you shan't recognize
 His name turns up in other guise.
 Herr Nathan calls himself Jonathan,
 While Levin becomes Levinson.
 Abraham loses two of his "a's"
 And now his name reads simply Brahm--
 Others are even more cunning still!
 They drop their foreign names at once
 And you will find high-sounding names,
 Bluehdorn and Siegenreich,
 And Veilchenblau and Loewenstein
 And Rosenholz and Rosenhayn
 And Lindenstein and Blumenfeld.
 The Jew goes even further still--